

“Learn Today Lead Tomorrow”

Finger Facts

Fingertip Festival

2004



U.S. Department of the Interior
Bureau of Indian Affairs
Office of Indian Education Programs

Foreword from the Director...

This booklet provides concise information about the schools, colleges, universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 2003–2004 school year, OIEP directly served 47,671 students in grades K–12 and indirectly served over 400,000 students through various educational programs such as JOM. Our goal is to provide the best quality education for all the American Indian and Alaska Native students served by OIEP and to provide national leadership in the field of Indian education.

Since 1995, there have been more schools operated by tribes through grants and contracts than operated by the BIA. In 2004, 120 of the 184 Bureau funded schools are tribally controlled through a contract or grant. We see this change as a healthy indicator of empowerment and involvement on the part of tribal communities in the education of their children.

The implementation of the No Child Left Behind Act has enhanced our reform efforts nationwide to provide quality education for all our students by refocusing our educational goals to increase accountability at all levels and ensure measurable progress is attained. All Bureau funded schools have developed Consolidated School Reform Plans to guide them into the year 2007 and participate in the Continuous Improvement Monitoring Process.

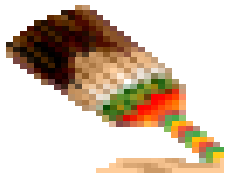
Although we are faced with many challenges, we remain committed to a quality educational system. With the assistance of all stakeholders and our federal and non-federal partners we will succeed in meeting our goals listed here as well as ensure that our students *Learn Today, Lead Tomorrow*.

- All students will meet or exceed academic proficiency levels in reading and/or math.
- All schools and residential programs will provide a safe and secure environment by decreasing incidents of violence and substance abuse by a minimum of 2% annually.
- Student attendance rate will meet or exceed the United States rural attendance rate.

- All schools will enhance the professionalism of all staff to improve educational programs for student success through: certification in their respective areas; comprehensive, systemic, and on going professional development; recruitment and retention of highly qualified educators; and development of leadership using the Effective Schools Correlates.
- High school graduation rates will be 95% or higher.
- Each school will provide curriculum and instruction in tribal languages and/or cultures as approved by local school boards.
- All Bureau funded post secondary institutions will meet or exceed United States rural graduation rates.



Edward Paision



Office of Indian Education Programs

The Office of Indian Education Programs (OIEP), is located within the Bureau of Indian Affairs (BIA), in the U.S. Department of the Interior and is responsible for line direction and management of all BIA education functions including the formation of policies and procedures, supervision of all program activities undertaken within the office's jurisdiction and the approval of the expenditure of funds appropriated for the BIA Indian education functions.

Three major legislative actions have restructured the BIA since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture into BIA schools. Full assimilation and eradication of Indian culture had been the policy of the Federal Government previously. A second major legislative action was the Indian Self-Determination and Education Act of 1975 (Pub. L.93-638). This legislation gave authority to the tribes to contract with the BIA in the operation of schools, and to determine the

education programs for their children. The Education Amendments Act of 1978 (Pub. L. 95-561), and further technical amendments (Pub. L. 98-511, 99-89, and 100-297) mandated major changes in BIA funded schools. These amendments empowered Indian school boards, provided for local hiring of teachers and staff, and the direct funding of schools.

More recently, in 2001, Congress passed the No Child Left Behind Act (Pub. L. 107-110)

bringing additional requirements of accountability and academic achievement for supplemental programs funds provided through the Department of Education such as Title 1 as well as new programs such as Reading First.

Vision Statement

Uniting to promote healthy communities through life long learning.

Mission Statement

The mission of OIEP can be found in 25 C.F.R. 32.3 and states that the BIA, OIEP is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. OIEP shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within a family and Tribal or Alaska Native village contexts.



U S. Government – Tribal Relations

The United States Government has a unique legal relationship with American Indian Tribal Governments as set forth in the Constitution of the United States, Federal statutes, treaties and court decisions. The Indian Commerce Clause in the Constitution is generally recognized as acknowledging the broad Federal authority and special trust responsibility the United States has over Indian affairs.

The United States included educational provisions in treaties starting in 1794 with the Oneida, Tuscarora and Stockbridge Indians, and extended this policy through the treaty-making period, which ended around 1871. Congress formalized the practice of providing education funding for Indian reservation schools, boarding schools and other education programs in 1921 by passing the Snyder Act. The Snyder Act provided broad authority to the BIA to educate and generally support the acculturation of Indians.

A declaration of the United States policy towards Indians can be found in Section 3 of Pub. L. 93-638, the Indian Self-Determination and Education Assistance Act of 1975, and states:

"...Congress declares that a major goal of the United States is to provide the quantity and quality of educational services and opportunities which will permit Indian children to compete and excel in the life areas of their choice....

Continuation of this United States policy towards the education of Indians is contained in Section 5203 of Part B of Pub. L. 100-297, the Tribally Controlled Schools Act of 1988, which states:

"...The Congress declares its commitment to the maintenance of the Federal Governments unique and continuing trust relationship with and responsibility to the Indian people through the establishment of a *meaningful* Indian self-determination policy for education....

In addition to maintaining its educational commitment to Indian Tribes, the United States Congress has also supported Tribes operating their own programs. Pub. L. 93-638 and Pub. L. 100-297 has had a significant effect in transferring the operation of Federal schools to Tribes and Tribal School Boards over the last two decades. The majority (120 or 65%) of the schools are now

administered by Tribes and Tribal School Boards through a contract or a grant. The trend to Tribal control of education will continue in the years ahead.

Although the primary public responsibility for education is reserved respectively to the States, local school systems and other instrumentalities of the States, the education of Indian children is an exception. Due to Federal laws, treaties and court decisions, the education of Indian children is viewed as a Federal responsibility.

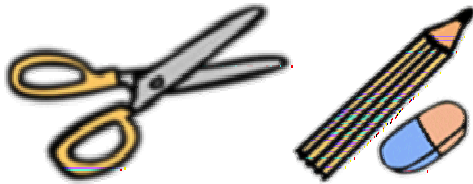


Students

In SY 2003 – 04 there are 45,828 students being served in K-12 basic instructional programs in BIA funded schools. 1,843 students are served in residential programs that attend other schools. This total reflects a decrease of .50% in the number of students served from the 2002-2003 school year or 238 fewer students.

There are 9,462 students in residential programs operated or funded by the BIA. This represents 19.85% of the student population served by the BIA.

In post-secondary programs, there are approximately 26,000 students served at BIA funded tribal colleges and universities. In the two BIA operated Post-Secondary Institutions, there are 1,962 full time students.



Schools

In SY 2003–04, there are 184 elementary and secondary schools funded by the BIA.

There are 120 elementary and secondary schools funded by the BIA, which tribes operate under contract or grants. These 184 schools are located on 63 reservations in 23 states.

In SY 2003–04, the BIA funded 67 residential programs servicing students in 53 boarding schools and 14 peripheral dormitories. The BIA operated one peripheral dormitory (Blackfeet) and funded 13 peripheral dormitories, which were tribally operated servicing 1,843 students. Peripheral dormitories were established near reservations to board students who attend nearby public schools. (*Source: ISEP Student Count*)

The BIA funds 7 off-reservation boarding schools. The BIA operates 4 of the schools (Chemawa, Flandreau, Riverside and Sherman) and 3 (Circle of Nations, Pierre Indian Learning Center and Sequoah) are tribally operated through contracts/grants.

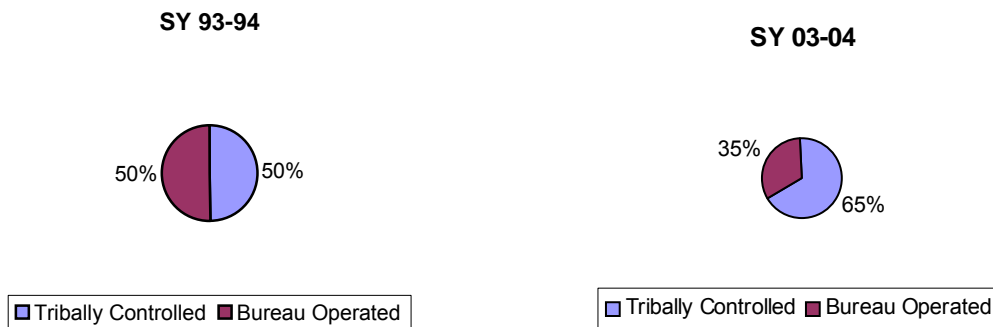
The BIA funds 25 Tribal Colleges and Universities and operates 2 Post Secondary schools: Haskell Indian Nations University and Southwestern Indian Polytechnic Institute.

There are approximately 5,000 teachers; administrators and support personnel in the BIA operated school system. It is estimated that there are an additional 6,600 teachers, administrators and support personnel in the tribally operated school systems. (*Source: BIA Education roster and estimate based on percent of total WSU for BIA and tribally operated school systems*).

There are approximately 2,400 educational facilities maintained by the BIA, which include multiple buildings on school property and exclude living quarters provided to teachers and/or administrators.

There are approximately 2,400 education buildings containing 19.09 million square feet of space, excluding staff living quarters, maintained by the BIA. (*Source: Budget Justification 2004*).

BIA Funded Operated Schools/Dormitories



Administrative Facts

In SY 2003–04, approximately 5,000 Financial Distribution Documents were processed for OIEP programs.

In SY 2003–04, approximately 500 requisitions were prepared for Central Office programs.

In SY 2003–04, \$335,096,400 in BIA ISEP appropriated funds was distributed to the 170 elementary and secondary schools, and \$11,507,400 to the 14 peripheral dormitories. (*Source: ISEP distribution at 3,996.70 per WSU*)

In SY 2003–04, \$33,846,500 was allocated to schools for transporting day school students and \$911,600 for transporting residential students. Schools transporting students by air or bus received \$2,355,900. (*Source: FY 2003–2004 Transportation File*)

In SY 2003–04, 47,671 student enrollment records were processed and officially counted for the distribution of ISEP funds. (*Source: FY 2003–2004 ISEP Count*)

For further information contact Glenn Allison on 202–208–3628



Division of Planning and Research

The Division of Planning and Research is responsible for budget formulation, strategic planning, data collection and research of OIEP program operations. The Division ensures that tribal consultation is conducted on all issues or initiatives that would significantly impact BIA education operations under applicable education programs or statutes, policies, regulations, or procedures.

For further information you may contact Dr. James Martin at (202) 208-5810 or email: jmartin1@bia.edu

Division of Planning and Research Staff

AREA CODE (202)

EMPLOYEE NAME/TITLE

TELEPHONE

E

EMPLOYEE NAME/TITLE

TELEPHONE

E

James Martin, Division Chief	208-5810	Matt Martin, Admin. Program Assistant	208-1402
Christine Brown, Education Specialist	208-3559	Starr Penland, Program Analyst	208-4397
Dalton Henry, Education Research Specialist	208-5820	Jay Savage, Education Specialist	208-2472
Carol Leadercharge, Program Support Assistant	208-7388	Lana Shaughnessy, Education Specialist	208-3601
Garry Martin, Education Planning Specialist	208-3478	Fax: (202) 273-0030	

Branch of Planning

The Branch of Planning is responsible for the development of long-range Bureau of Indian Affairs (BIA) educational planning activities, analyzing and recommending BIA educational policy changes. The Branch advises the Director on programmatic and budgetary priorities for OIEP based on analysis of OIEP data, national educational trends and emerging needs in Indian education.

The Branch of Planning coordinates the design and implementation of annual Tribal consultation meetings conducted systematically across Indian country. Such consultation meetings are for purposes of gaining input from tribes on educational activities initiatives or proposals that the BIA is considering. On an annual basis, consultation booklets, which detail the items/topics to be discussed, are developed and distributed to all agencies, regional offices, tribal school boards, and BIA funded schools. Such consultation meetings have been held since 1991.

In August 2004, the following topics consultation topics are presented at several different locations across Indian country:

- 1). GAO Report 03-955 entitled "BIA Schools – Expenditures in Selected Schools are Comparable to Similar Public Schools, but Data is Insufficient to Judge Adequacy of Funding and Formulas."
- 2). Negotiated Rule-Making Process for Proposed School Construction and School Facilities Improvement Regulations.

3). Proposed Curriculum on Life Skills for Success Financial Mangagment–
101.

Branch of Research and Policy Analysis

The Branch of Research and Policy Analysis is responsible for the design and implementation of surveys, studies, policy development and legislative reviews. During FY 2003, the Branch assisted in providing data to the Government Accounting Office (GAO) to complete the review of the adequacy of the formulas utilized by the BIA to distribute funds to all BIA funded schools. The review was mandated by the No Child Left Behind Act (Pub. L. 107-110). During FY 2004, the Branch will develop and monitor an action plan to implement the recommendations provided by the GAO report including the following:

- 1) The collection of detailed expenditure data comparable to public schools on BIA-operated schools in order to better assess the adequacy of both funding and formulas;
- 2) Working with tribes to obtain detailed expenditure data from tribally-operated schools;
- 3) Improving the transportation formula and;
- 4) Fully account for all levels of administrative services provided to BIA schools.

Program Assessment Rating Tool (PART) – During FY 03 and FY 04, the Branch of Research and Policy Analysis will be using PART as developed by the Office of Management and Budget. After a review of school operations, the Branch has developed an action plan to address the following recommendations made by the PART:

- 1) Establish a measure to report on schools (number and %) that are below, near, meet or exceed academic proficiency performance goals.

- 2) Develop academic performance and cost-efficiency measures that are comparable to similarly located public schools.
- 3) Complete an independent evaluation comparing BIA's students' performance to students in public schools with high concentrations of Indian students.
- 4) Complete an independent evaluation of the effectiveness of the Family and Child Education program.
- 5) To encourage more tribes to contract for BIA school operations, establish a separate administrative cost fund to pay for all first year indirect and one-time start-up costs.

Government Performance and Results Act (GPRA) – During FY 2004, the Branch completed several analyses of the quarterly data reports submitted from the ELO's regarding activities accomplished to address the GPRA goals and performance indicators submitted on a quarterly basis to the BIA and DOI. The FY 2004, performance indicators for BIA are listed below:

- 1) Increase the proficiency of students in Math to 54 percent and Language Arts to 54 percent.
- 2) Increase the student attendance rate to 91 percent.
- 3) Increase teacher proficiency in new assessments to 7 percent.
- 4) Provide for 100 percent accreditation at BIA and Tribal schools.
- 5) Confer 1,400 degrees at Tribal Colleges and Universities and post-secondary schools.
- 6) Increase teacher proficiency in technology use to 76 percent.
- 7) Provide for a 10 percent reduction in the incidences of violence among students.

All of the vital school information data is used for identifying problem areas, deficiencies, needs and budget justification(s). The Branch of Research and Policy Analysis collects and files relevant educational data and research material from and, therefore serves as a modest repository of selected studies and other material relative to Indian and Native education.

The Annual Education Report to the Congress as required under Pub. L. 95-561 is prepared by the Branch of Research and Policy Analysis. This report summarizes the status and accomplishments of all the programs funded by the BIA and is submitted to the US Congress and mailed to all schools, tribes and Alaska villages, area and agency offices and is available upon request and posted on the OIEP website www.oiep.bia.edu

The Branch serves as a point of coordination between and among OIEP Offices and the Office of Congressional and Legislative Affairs relative to the review, analysis, comment and amendments to proposed Federal legislation affecting BIA Indian education. The Branch is responsible for tracking the single auditing process conducted on BIA funded schools as required by OMB Circular A-128 Single Audits.

For further information about the Branch of Research and Policy Analysis, contact Dalton Henry on 202-208-5820 or email: dhenry@bia.edu



National Report Card

Each year OIEP collects individual school data in order to prepare an annual National Report Card which is shared with the Department of Education, Congress and all interested parties. The OIEP National Report Card is available on line at

http://www.oiep.bia.edu/fags_reportcards.html

The most recent OIEP National Report Card is this SY 2002-2003 report card.

Enrollment: 46,785 includes Special Needs Students 7,572

Goals (Performance Indicators) Data:

Average Daily Attendance Rate	K-8 91%	9-12 84%
Special Needs Attendance Rate	K-8 88%	9-12 82%
Graduation Rate	9-12 70%	
Special Needs	9-12 58%	
High School Dropout Rate	9-12 10 %	
Language Arts Achievement	Basic 50%	Proficient 47% Advanced 4%
Special Needs Students	Basic 78%	Proficient 22% Advanced .41%
Reading Achievement	Basic 48%	Proficient 48% Advanced 4%
Special Needs Students	Basic 75%	Proficient 24% Advanced 1%
Math Achievement	Basic 46%	Proficient 49% Advanced 5%
Special Needs Students	Basic 73%	Proficient 26% Advanced 1%

Staff Development:

Teachers skilled in the use of technology Basic 24% Proficient 51% Advanced 25%

Student Incidents:

Violence 8722 (down 362 from SY 2001-2002)

Substance Abuse 3100 (down 490 from SY 2001-2002)



National Fund for Excellence in American Indian Education

(Formerly the American Indian Education Foundation)

The National Fund for Excellence in American Indian Education is the new name for the Congressionally authorized "American Indian Education Foundation." President Bush signed P.L. 108-267 on July 3, 2004, to make the name change

official. P.L. 106–568, The Omnibus Indian Advancement Act, in order to promote and support educational opportunities for children enrolled in BIA funded schools, established the Foundation. Although Congress authorized the Fund in December 2000, it was later learned that another organization had the same name registered with the U. S. Patent and Trademark Office. The new name will soon be filed with the U. S. Patent and Trademark Office. Articles of Incorporation and By-laws have been approved and the application for non-profit status is being prepared to file with the Internal Revenue Service. The mission statement developed by the Board of Directors is:

“The mission of the foundation is to expand the diversity and quality of educational opportunities for American Indian students attending schools funded by the Bureau of Indian Affairs through the development of community and charitable giving.”

Secretary of Interior Gale Norton appointed nine members to the Board of Directors in March 2003. The members are: Dr. David Beaulieu (White Earth Ojibwa), Professor, Arizona State University, Tempe, AZ; Ms. Sharon Darling, Founder and President, National Center for Family Literacy, Louisville, KY; John Guevremont, (Mashantucket Pequot), CEO & National Government Affairs Director, Mashantucket Pequot Tribal Nation (Connecticut); Daniel N. Lewis (Navajo), Vice-President, Bank of America, Phoenix, AZ; Dominic “Nick” Lowery, Founder and President, Nation Building for Native Youth, Tempe, AZ; JoAnne Stately (White Earth Ojibwa), Vice-President, Indian Land Tenure Foundation, Minneapolis, MN; Dr. Linda Sue Warner (Comanche), Vice-Chancellor, Tennessee State University Board of Regents, Nashville, TN; and Della Warrior (Otoe-Missouri), President, Institute of American Indian Arts, Santa Fe, NM. The Secretary of Interior and David Anderson (Ojibwa/Choctaw) Assistant Secretary – Indian Affairs serve as ex-officio members of the Foundation board.

The National Fund for Excellence in American Indian Education will operate similar to two other federally chartered non-profit Foundations—the National Park Service Foundation and the U. S. Fish and Wildlife Foundation. It will eventually run separately from the U. S. Department of the Interior and BIA. The Foundation’s authorization allows for administrative support from the DOI during its initial five years of operation.

For additional information contact Lorraine Edmo, Executive Director at 202–208–5962 or email: Ledmo@bia.edu



The Division of School Operations

The Division of School Operations is headed by the Deputy Director and is located at the following address: PO Box 829, Albuquerque, New Mexico 87103. It provides oversight of 22 agency/area education offices located across the country, a newly staffed Division of Residential Life Office in Albuquerque, New Mexico, and 2 Bureau of Indian Affairs (BIA) operated post secondary schools: Haskell Indian Nations University located in Lawrence, Kansas, and Southwestern Indian Polytechnic Institute located in Albuquerque, New Mexico.

The Division of Residential Life provides guidance, direction and support to schools that board students. It also ensures that residential life complements academic life with on going support for student academic achievement and the OIEP educational goals. This office is responsible for the evaluation and continuous improvement of all residential programs Bureau wide.

For further information contact David Talayumptewa Acting Deputy Director for School Operations on 505–248–6955 or by email: dtalayumptewa@bia.edu.

Division of School Operations Staff

AREA CODE (505)

EMPLOYEE NAME/TITLE	TELEPHONE	EMPLOYEE NAME/TITLE	TELEPHONE
Acting Deputy Director	248–6955	Norma Tibbitts, Res.	248–6956

Dr. Angelita Felix, Supervisory Res. Life	248-7527	Life Spec. Maria Safi, Budget Analyst	248-6944
Mayme Sakiestewa, Secretary	248-6949		

Education Line Officers

The OIEP has 22 Education Line Officers, all of who report directly to the Deputy Director of School Operations. Education Line Officers (ELOs) are responsible for providing technical assistance and supervision to the schools located within their area/agency. ELOs establish/maintain grants which fund and support school programs, and related educational contracts such as Johnson O'Malley, Infant and Toddler Programs, Adult Education and Tribally Controlled Universities.

Additionally, ELOs track and resolve audit exceptions and assist in the delivery of all facility management issues. ELOs provide direct supervision of principals at BIA operated schools and represent the Director, OIEP, in the on going working relationships with tribes, states and Federal agencies.

These ELOs have direct line authority and supervision responsibility for 64 BIA operated schools and provides technical assistance to the remaining 120. The ELOs are located in 22 agency/area/regional offices for education across the country. The 22 Education Line Officers, agency/regional offices and schools are listed as follow:

EDUCATION LINE OFFICE OFFICER/ADDRESS/TELEPHONE & FAX

SCHOOLS

Billings – Levon A. French Telephone: 406-247-7953 Fax: 406-247-7965	Blackfeet Dormitory, Northern Cheyenne Tribal School and St. Stephens Indian School
Cheyenne River – Dr. Cheri Farlee Telephone: 605-964-8722	Cheyenne-Eagle Butte School, Pierre Indian Learning Center, Takini School and Tiospaye Topa School

Fax: 605-964-1155

Chinle – Rena Yazzie
Telephone: 928-674-5131
Fax: 928-674-5134

Black Mesa Community School, Chinle Boarding School, Cottonwood Day School, Jeehdeez'a (Low Mountain) Academy Inc., School, Lukachukai Community School, Many Farms High School, Nazlini Community School, Pinon Community School, Rock Point Community School and Rough Rock Community School

Crow Creek/Lower Brule – Dan Shroyer
Telephone: 605-473-5531
Fax: 605-473-9217

Crow Creek Reservation High School, Crow Creek Sioux Tribal Elementary School, Enemy Swim Day School, Lower Brule Day School and Tiospa Zina Tribal School

Eastern Navajo – Beatrice Woodard
Telephone: 505-786-6151
Fax: 505-786-6112

Alamo Day School, Baca/Dlo'ay Azhi Community School, Bread Springs Day School, Chi Chil' tah (Jones Ranch) Community School, Dibe Yazhi Hablti'n O'It'a (Borrego Pass) Inc., Dzilh Na O Dith Hle Community School, Hanaa'dli (Huerfano) Community School, Lake Valley Navajo School, Mariano Lake Community School, Na'Neelzhiin Ji'Olta (Torreon), Ojo Encino Day School, Pueblo Pintado Community School, T'iists'oozi'bi'olta (Crownpoint) Community School, To'Hajiilee-He (Canoncito), Tse'ii'ahi' Community School (Standing Rock) Community School, Wingate Elementary School, Wingate High School

Ft. Apache – Kevin Skenandore
Telephone: 928-338-5442
Fax: 928-338-1944

Cibecue Community School, John F. Kennedy Day School, Theodore Roosevelt School

Ft. Defiance Agency – Winnifred Peters
Telephone: 928-729-7255
Fax: 928-729-7286

Crystal Boarding School, Ch'ooshgai (Chuska) Community School, Dilcon Community School, Greasewood Springs Community School Inc., Holbrook Dormitory, Inc., Hunters Point Boarding School, Kin Dah Lich'I Olta, Pine Springs Day School, Seba Dalkai Boarding, Wide Ruins Community and Winslow Residential Hall

Hopi – David

Havasupai Elementary School, Hopi Day School, Hopi

Jr/Sr High School, Hotevilla Bacavi Community, Keams Canyon Elementary School, Moencopi Day School, Polacca Day School Second Mesa Day School

Bug-O-Nay-Ge-Shig School, Circle of Life Survival School, Circle of Nations-Wahpeton Indian Boarding School, Flandreau Indian School, Fond du Lac Ojibwe
Jicarilla Dormitory, Ohkay Owingeh (San Juan) Community School, Santa Clara Day School, Santa Fe Indian School, San Ildefonso Day School, Taos Day School, Te Tsu Geh Oweenge (Tesuque) Day School

Carter Seminary, Eufaula Dormitory, Jones Academy,
Kickapoo Nation School, Riverside Indian School,
Seminole High School

Santa Rosa Boarding, Santa Rosa Ranch School, San Simon School, Tohono O'odham High School, Blackwater Community School, Casa Blanca Community School, Gila Crossing Day School and Salt River Day School

American Horse School, Crazy Horse School, Little Wound School, Loneman Day School, Pine Ridge School, Porcupine Day School and Wounded Knee District School

Chemawa Indian School, Chief Leschi School (Puyallup), Coeur D'Alene Tribal, Lummi High School, Lummi Tribal School, Muckleshoot Tribal School, Paschal Sherman Indian School, Quileute Tribal School, Shoshone-Bannock School District 512, Two Eagle River School, Wa-He-Lut Indian School, Yakama Tribal School, Anchorage OIEP (Liaison with all schools, which became state operated schools in 1985)

NOTE: Mr. Reimer oversees Anchorage OIEP

Marty Indian School, Sicangu Owaye Oti (Rosebud
Dormitory), St. Francis Indian School

Fax: 605-856-4487

Sacramento Area Office –
Fayetta Babby

Telephone: 916-978-
6058/6059

Fax: 916-978-6056

Shiprock Agency – Dr.
Sherry Allison, Acting

Telephone: 505-368-3400

Fax: 505-638-3409

Duckwater Shoshone Elementary, Noli School, Pyramid
Lake High, Sherman Indian High School

Aneth Community School, Atsa' Biya' a' zh Community
School, Aztec Dormitory, Beclabito Day School, Cove
Day School, Navajo Preparatory School, Nenahnezad
Community School, Red Rock Day School, Sanostee
Day School, Shiprock Reservation Dormitory, Shiprock
Northwest High School, T'iis Nazbas (Teecnospos)
Community School, Tohaali' (Toadlena) Community
School

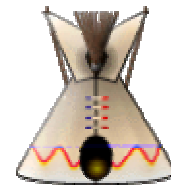
South & Eastern States –

Turtle Mountain – Rosie
Davis, Acting
Telephone: 701–477–3463
Fax: 701–477–5944

Dunseith Day School, Mandaree Day School, Ojibwa
Indian School, Turtle Mountain Community Elementary
School, Turtle Mountain High School, Turtle Mountain
Community Middle School, Trenton School, Twin
Buttes Day School, White Shield School

Western Navajo – Joe
Frazier
Telephone: 928–283–2218
Fax: 928–283–2286

Chichinbeto Community School, Dennehotso Boarding
School, Greyhills Academy High School, KinLani
Bordertown Dormitory (Flagstaff), Kaibeto Boarding
School, Kayenta Community School, Leupp School Inc.,
Little Singer Community School, Nan Tsis ‘Ana (Navajo
Mountain) Community School, Richfield Residential
Hall, Rocky Ridge Boarding School, Shonto Preparatory
School, Tonalea (Red Lake) School, Tuba City Boarding
School



Division of School Support Services

The Division of School Support Services is comprised of the Branch of Facilities Management. This office is responsible for assisting, monitoring and assessing OIEP Operations and Management (O&M) budget calculations and expenditures, O&M issues and other BIA supplemental programs including major/minor renovations and new construction; and performs liaison functions with the Office of Facilities Management and Construction (OFMC). The Division is responsible for the development, establishment, and revision of national policies of the DOI/BIA regarding all areas of the BIA's Facilities Management program including development and review of annual education budget requests and disbursements. The Division provides oversight and supervision of all facility supplemental programs such as major and minor repair projects, renovation projects, new construction and all policies related to facility management.

The Division coordinates all aspects of national, regional and individual location OIEP Facilities Management issues and matters with the OFMC, Division of Safety and Risk Management (DSRM), Regional Offices, Education and non-Ed locations, tribal and other governmental agencies to ensure that the Facilities Management interests of BIA-funded schools receive adequate attention and response. Training and technical assistance related to facilities management is provided to ELOs, BIA-funded schools and tribal personnel and other entities.

For further information contact Dale Keel, Facility Management Officer on 505-346-6544 or email: dkeel@bia.edu

School Support Services Staff

AREA CODE 505

EMPLOYEE NAME/TITLE	TELEPHONE	EMPLOYEE NAME/TITLE	TELEPHONE
Dale Keel,	248-	Shawna Smith	248-6947
Facility Management	6395	Admin. Support Assistant	
Officer			
Jaylene Adakai-Sanchez	248-	Warren Tsiosdia	248-6396
Admin. Support Assistant	6395	Facility Manager	
Gayle Dixon, Facility	248-	<i>Fax 248-6353</i>	
Manager	6945		



Center for School Improvement

The Center for School Improvement (CSI) serves as the State Educational Agency

for the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). In addition to the regular curriculum offered to K–12 students in BIA funded schools, there are additional programs provided to enrich and/or support student academic achievement. These programs are administered by the CSI located in Albuquerque, New Mexico, at the following address, 500 Gold Avenue SW, Room 7222, PO Box 1088, Albuquerque, New Mexico 87102. The CSI is often referred to as Central Office West. The majority of the 184 BIA funded schools are in the western United States. This location enables the CSI to provide a higher level of service to BIA funded schools and dormitories.

The CSI has the primary responsibility of providing assistance and over site for programs and responsibilities contained in Pub. L. 107–110, “No Child Left Behind”, (NCLB) and the Individuals with Disabilities Education Act of 1997, (IDEA). The CSI shares the responsibility for assisting BIA funded schools and dormitories with the implementation of policies, plans, and guidelines with all programs under the OIEP. A sample of those responsibilities are listed below.

- ❖ Ensuring there is a system to support program and legal program requirements
- ❖ Establishment of a monitoring and evaluation system
- ❖ Collecting and reporting data
- ❖ Assisting schools to build capacity to support student achievement
- ❖ Determining funding priorities, which support student achievement
- ❖ Establishing and maintaining program oversight including standards; assessment; adequate yearly progress; access to the general education curriculum
- ❖ Developing and maintaining a system of school support teams
- ❖ Recruiting/retaining and training of teachers, paraprofessionals, administrators and school board members
- ❖ Ensuring quality professional development
- ❖ Developing a coordinated service plan
- ❖ Facilitating/planning Technical assistance on best practices and research–based models to improve student achievement
- ❖ Developing and implementing a system of school sanctions/incentives

The CSI provides assistance to schools in their school reform responsibilities contained in Pub. L. 107-110 NCLB and IDEA through collaboration with 22 Education Line Offices. The CSI provides training and technical assistance to ELOs, Field Education Specialist, and Special Education Coordinators that enables them to provide services and training to school and dormitory administrators and staff. Through this guidance and collaboration with the CSI, schools will be able to provide high quality standards, high expectations, and expanded opportunities for all children in pre-school through high school to succeed academically and socially. Upon high school graduation, these students will have the skills and abilities needed to successfully continue their education, or enter into productive employment, and be responsible citizens in their tribes, communities, and states.

For information contact Bill Walters on (505) 2486942 or email: bwalters@bia.edu

CSI Staff

Area Code (505)			
EMPLOYEE NAME/TITLE	TELEPHONE	EMPLOYEE NAME/TITLE	TELEPHONE
Bill Walters, Chief	248-6942	Stan Holder, ADVP/TRM Specialist	248-7531
Dr. Patricia Abeyta Ed. Research Analyst	248-7526	Barbara James, Secretary	248-7560
Dr. Sherry Allison Supv. Education Specialist	248-6942	Felina Johnson Office Automation Assist.	248-7530
Thelma Bark Office Automation Assistant	248-7153	Verla LaPlante Education Specialist	248-6960
Lyann Barbero Acting, Supv. Reading First	248-7528	Lynn Lafferty Acting Supv. Ed. Specialist	248-7553
Gwen Begay Program Support Assistant	248-7544	Debbie Lente-Jojola Supv. Early Child	248-7552
Ruth Bradford, Education Specialist	248-7551	Louie Magdalena Program Support Assistant	248-6958

Robin Butterfield	248-7535	Keith Neves	248-7530
Education Specialist		Education Specialist	
Jorja Calico	248-6961	Barbara Parisian	248-7540
Education Specialist		Education Specialist	
Peter Camp	248-7554	Rebecca Robertson	248-7005
Ed. Research Analyst		Education Specialist	
Dennis Dyer	248-7537	Fred Shunkamolah	248-6957
Program Support Assistant		Education Specialist	
Franda Flyingman	248-7554	Anita Tsinnajinnie	248-7534
Supv.Admin. Support Spec.		Education Specialist	
Trina Fox	248-7561	Joyce Valdo	248-7548
Office Automation Assistant		Program Support Assistant	
Sally Hollow Horn	248-7535	Colletta Wilson	248-7549
Education Specialist		Education Specialist	
Gloria Yepa	248-7541		248-7541
Supv. Special Ed.			
CSI Fax number(s)	248-7545	And/or	248-7546
Email address will be the first initial last name @ bia.edu (Example: John Doe, jdoe@bia.edu)			

Title-I, Improving the Academic Achievement of the Disadvantaged

The purpose of Title-I “is to insure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.” Under the provisions of NCLB each school and dormitory must complete an application in the form of a Consolidated School Reform Plan (CSRP) in order to receive funding under the various supplemental programs contained in the legislation. The school/dorm must use objective data to determine the needs of the students and community and then design a program that will provide for improved academic outcomes for students.

Title–II Preparing, Training, and Recruiting High Quality Teachers and Principals

The purpose of Title–II, “is to provide grants to State Educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to–

1. Increase student academic achievement through strategies such as improving teacher and principals quality and increasing the number of highly qualified teachers in the classroom and highly qualified principal and assistant principals in schools; and
2. Hold local educational agencies and schools accountable for improvements in student academic achievement.

Title–II–D, Enhancing Education Through Technology

Title–II–D, is to enable schools to provide technology enhanced curriculum and instruction and to promote equal access for all students to educational opportunities. Title–II funds may be used for various activities, which include and promote technology such as the purchasing of equipment, Interconnections, maintenance of effective infrastructures, and providing training for teachers and school library personnel.

Title–IV–A, Safe and Drug Free Schools and Communities Act

The purpose of Title-IV-A Safe and Drug Free Schools and Communities Act (SDFSCS) is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; are coordinated with related Federal, State, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

HIV/AIDS

The Bureau of Indian Affairs (BIA) and Centers For Disease Control have entered into an MOA to provide HIV/AIDS Prevention Education. In 1998, OIEP

completed the Circle of Life K–6 Curriculum and provided training to teachers in 34 schools. In 1999, OIEP identified a cadre of trainers to serve the schools requesting the Circle of Life K–6 Curriculum. In 2001, OIEP developed a position for an HIV/AIDS Prevention Coordinator. Mr. Ed Schupman (Creek), was the first to serve in this position and took the lead in providing HIV/AIDS prevention education to Bureau funded schools.

In 2002, OIEP developed and piloted the Circle of Life Middle School HIV/AIDS Prevention Curriculum. In 2003, eighty-three schools and 503 teachers have received Circle of Life K–6 Training. OIEP has a Circle of Life Middle School HIV/AIDS Prevention Curriculum available.

The Circle of Life K–6 Curriculum includes storybooks and posters. The Circle of Life Middle School Curriculum includes posters and a tape. Both are culturally appropriate and available at no cost to schools. The only requirement for either curriculum is teacher training. On site teacher training is also provided at no charge. Requests for Circle of Life HIV/AIDS Prevention Curriculum and training may be directed to the CSI.

For further information contact Stan Holder at CSI on 505–248–7550.

Title–IV–B, 21st Community Learning Centers

The purpose of Title–IV–B is to provide opportunities for communities to establish or expand activities in community learning centers that...

1. Provide opportunities for academic enrichment;
2. Offer students a broad array of additional services, programs, and activities;
3. Offer families of students served by community learning centers opportunities for literacy and related educational development.

Title–X–Part–C, Subtitle B, Education for Homeless Children and Youths, this part may be cited as the “McKinney–Vento Homeless Assistance Act.”

The purpose of Title–X–C, Subtitle B, states, “Each State Educational agency shall ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.”

Family and Child Education

The Family and Child Education (FACE) program is a family literacy program that serves children from birth through grade 3 and their parents. The program implements four components: early childhood, parent and child time, parenting skills, and adult education in two settings, home and school. Technical assistance to implement this unique program is provided through a partnership with Parents As Teachers, the National Center for Family Literacy and Engage Learning.

In SY 2004, 39 BIA funded schools were selected for this program and served approximately 2,000 families. All children enrolled in FACE are also enrolled in the Imagination Library sponsored by the Dollywood Foundation. Each child receives a brand new age appropriate book each month to read and enjoy with their family.

Baby FACE

Based on the success of the FACE model and mounting scientific evidence regarding brain development and language acquisition during the first three years of life, OIEP embarked on a new program in 2003 entitled Baby FACE. With technical assistance from the Parents As Teachers (PAT) organization and 12 experienced parent educators from the FACE program, home based services are provided in sixty American Indian communities not served by the FACE program. Baby FACE delivers the PAT Born to Learn Curriculum that provides parenting skills information, the latest research in child development and support for early literacy experiences. In 2004, the first Baby FACE evaluation finds 1500 children from birth to age five receiving services through this home based program.

All Baby FACE children like FACE children are enrolled in the Imagination Library and receive an age appropriate brand new book each month to be read to by

their parents/caregiver.

For further information about FACE or Baby FACE contact Debbie Lente-Jojola on 505-248-7536 or email: dlentejojola@bia.edu



Field Education Specialists

OIEP FIELD OFFICE	COORDINATOR	ADDRESS	TELEPHONE & FAX
Chinle	Kathy Wiggins	PO Box 6003 Chinle, AZ 86503	Telephone: 382-674-5138 Fax: 928-674-5134
Cheyenne River Crow Creek/Lower Brule	Bonnie Haines	190 Oyates Circle Lower Brule, SD 57548	Telephone: 605-719-5531 Fax: 605-473-9217
Eastern Navajo	Particia Belletto	PO Box 328 Crownpoint, NM 87313	Telephone: 505-786-6165 Fax: 505-786-6112
Fort Apache	Tom Butler	PO Box 920 White River, AZ 85941	Telephone: 928-338-5442 Fax: 928-338-1944
Fort Defiance	Sarah Lewis	PO Box 110 Ft. Defiance, AZ 86504	Telephone: 928-729-7338 Fax: 928-729-7286
Hopi	Jim Hastings	PO Box 568	Telephone:

		Keams Canyon, AZ 86034	928-738-2262 Fax: 928-738- 5139
Minneapolis	Donna Eagle Staff-Jetty	One Federal Drive, Room 550 Ft. Snelling, MN 55111	Telephone: 612-713-4400 Ext. 1096 Fax: 612-713- 4438
Northern & Southern Pueblos	Charlotte Garcia	PO Box 1667 Albuquerque, NM 87103	Telephone: 505-346-2431 Fax: 505-346- 2408
Oklahoma	Catherine Fatheree	4149 Highline Blvd., Suite 380 Oklahoma City, OK 73108	Telephone: 405-605-6051 Ext. 313 Fax: 405-605- 5057
Papago/Pima	Jim Scuilary	HC 01, Box 8600 Sells, AZ 85634	Telephone: 520-361-3510 Ext 101 Fax: 520-361- 3514
Pine Ridge & Rosebud	Vacant	PO Box 333 Pine Ridge, SD 57770	Telephone: 605-867-1306 Fax: 605-867- 5610
Portland	Craig Wellman	911 North East 11 Avenue Portland, OK 97232- 4169	Telephone: 503-872-2746 Fax: 503-231- 6219
Sacramento	Meredith Logan	2800 Cottage Way Sacramento, CA 95825	Telephone: 916-978-6060 Fax: 916-978- 6056
Shiprock	Vacant	PO Box 3239 Shiprock, NM 87420- 3239	Telephone: 505-368-3402 Fax: 505-368- 3409
South & Eastern States	Denise Horne	51 Century Blvd., Suite 340	Telephone: 615-695-4102

		Nashville, TN 37214	Fax: 615-935-4104
Turtle Mountain & Standing Rock	Rosie M. Davis	PO Box 30 Belcourt, ND 58316	Telephone: 701-477-3463 Fax: 701-477-5944
Western Navajo	Zonnie Sombrero	PO Box 746 Tuba City, AZ 86045	Telephone: 928-283-2209 Fax: 928-283-2286



Exceptional Education-Individuals with Disabilities Education Act (IDEA)

Exceptional education provides special education programs and related services to eligible children with disabilities ages 5-21 enrolled in Bureau of Indian Affairs (BIA) funded schools. In 2003, 8,264 children with disabilities (5-21 years) were served. The reauthorization of the Individuals with Disabilities Education Act Amendments of 1997 (IDEA '97) was enacted to ensure better results for children with disabilities and their families. The six principles of IDEA include (1) the provision of a Free Appropriate Public Education (FAPE), (2) appropriate evaluation, (3) development and implementation of an appropriate Individualized Education Program (IEP), (4) education in the Least Restrictive Environment (LRE), (5) parent and student participation in decision-making, and (6) procedural safeguards to protect the rights of parents and their children with a disability.

IDEA '97 requires that children with disabilities be included in the school wide assessment and reporting of the results as is required for their non-disabled

peers. In addition, IDEA '97 ensures children with disabilities have access to the general curriculum, early intervention strategies are provided, and comprehensive system of personnel development. IDEA '97 allows for more flexibility in the use of special education funds and funds may be combined in school wide programs to focus on accountability for results and improve teaching and learning. Schools must report on the number of special education children who drop out, graduate, and are suspended, expelled or placed in interim alternative education settings and the reason for those actions. All Bureau funded schools are to include special education in their Consolidated School Reform Plan. Exceptional Education also provides special education programs for children with disabilities requiring residential care in state or private institutions through the Institutionalized Handicap Program (IHP).



Eastern Navajo	Dr. Mike Juda	PO Box 328 Crownpoint, NM 87313	Telephone: 505-786-6138 Fax: 505-786-6016
Fort Apache	Sue Higgins	PO Box 920 Whiteriver, AZ 85941	Telephone: 520-338-5443 Fax: 520-338-1944
Fort Defiance	Angey Yazza	PO Box 110 Fort Defiance, AZ 85604	Telephone: 928-729-7257 Fax: 928-729-7286
Hopi	Carrie Watahomgie	PO Box 568 Keams Canyon, AZ 86034	Telephone: 928-738-2262 Fax: 928-738-5139
Minneapolis	Dr. Fern Diamond Everrett Bad Wound	One Federal Drive, Room 550 Minneapolis, MN 55111	Telephone: 612-713-4400 Ext. 1096 Fern/Ext. 1093 Everette Fax: 612-713-4438
Northern Pueblos	Lynann Barbaro	PO Box 4269 Española, NM 87523	Telephone: 505-753-1469 Fax: 505-753-1475
Oklahoma	Judy Littleman	4149 Highline Blvd., Suite 380 Oklahoma City, OK 73108	Telephone: 405-605-6051 Ext. 305 Fax: 405-605-6057
Papago/Pima	Luvette Russell	HC 01, Box 8600 Sells, AZ 85634	Telephone: 520-361-3510 Ext. 115 Fax: 520-361-3514

Pine Ridge	Charmaine Weston	PO Box 333 Pine Ridge, SD 57770	Telephone: 605-867-1306 Fax: 605-867- 5610
Portland	Janie Bedwell	911 North East 11 Avenue Portland, OR 97232- 4169	Telephone: 503-872-2743 Fax: 503-231- 6219
Rosebud	Theresa Young	PO Box 669 Mission, SD 57555	Telephone: 605-245-2390 Fax: 605-245- 2399
Sacramento	Beverly Wahnee	2800 Cottage Way Sacramento, CA 95825	Telephone: 916-978-6060 Fax: 916-978- 6056
Shiprock	Steve Gillenwater	PO Box 3239 Shiprock, NM 87420- 3239	Telephone: 505-368-3442 Fax: 505-368- 3445
South & Eastern States	Deborah Peebles	51 Century Blvd., Suite 340 Nashville, TN 37214	Telephone: 615-695-4121 Fax: 615-695- 4104
Southern Pueblos	June Reed	PO Box 1667 Albuquerque, NM 87103	Telephone: 505-346-2431 Fax: 505-346- 2408
Standing Rock	Vacant	PO Box E Fort Yates, ND 58538	Telephone: 701-854-3498 Fax: 701-854- 7280
Turtle Mountain	Gaylene Belgarde	PO Box 30 Belcourt, ND 58316	Telephone: 701-477-6471 Ext. 315 Fax: 701-477- 6183

Western Navajo		PO Box 746	Telephone:
	Arlene	Tuba City, AZ 86045	928-283-2234
	Tuchawena		Fax: 928-283-2286
Idaho Education		PO Box 277	Telephone:
Field Office		Lawpai, ID 83540	208-843-5025
	Vacant		Ext. 2719
			Fax: 208-843-7142
Navajo Regional		PO Box 328	Telephone:
Office		Crownpoint, NM 87313	505-786-6006
Institutionalized	Bertha Muskett		Fax: 505-786-6112
Handicapped			
Program			
Great Plains		P.O. Box 2020	Telephone:
Regional		Eagle Butte, SD 57625	605- 964-8722
Office	Dr. Cherie Farlee		Fax: 605-964-1155

Johnson-O'Malley

Since 1934, the purpose of the Johnson O'Malley (JOM) program has been to provide financial assistance for "efforts designed to meet the specialized and unique educational needs of eligible Indian students...where such support is necessary to maintain established State educational standards". Indian students, Pre-k through 12th grade, except those who are enrolled in sectarian operated schools are eligible for benefits provided by the JOM program.

In 1994, Congress voted to freeze JOM funding. No additional schools/programs could be funded and the student count for each funded program was also frozen. Therefore, since 1994, there are 366 JOM programs serving over 250,000 eligible Indian students. In 1996, the JOM program was placed under the Tribal Priority Allocation activity of the Tribal Budget System. The 2004 National JOM Conference was held in March in Tulsa, OK.

For information regarding the JOM program, call Virginia Thomas, National Board President on 918-732-7839. Written inquiries may be mailed to: The National Johnson-O'Malley Association, PO Box 1644, Wewoka, Oklahoma 74884.



Higher Education Grant Program

The Higher Education Grant Program provides supplemental grants to eligible Indian students seeking an undergraduate degree. Students must apply and gain admission to an accredited college or university and demonstrate financial need as determined by the financial aid officer of the intended institution.

- **Must be a member of or at least one-quarter degree Indian blood descendent of a member of a Federally Recognized American Indian tribe, which is eligible for the special programs and services provided by the United States because of their status as Indians.**
- **Must be accepted for admission to a nationally accredited institution of higher education, which provides a course of study conferring the Associate of Arts or Bachelor's degree.**
- **Must demonstrate financial need as determined by the financial aid officer of the institution of higher learning.**

In 2004, 9,385 scholarships were awarded at an average of \$2,710 per scholarship. There were approximately 1,100 undergraduates that received their college degree.

The grant application is available with the education officer of the Tribe in which you are affiliated or possess membership. As the majority of federally recognized tribes are administering the grant program for their tribal members, call your tribe first. To request a copy of the Tribal Leaders Directory please contact the Bureau of Indian Affairs (BIA) Office of Public Affairs at 202-208-3710. If your tribe is not administering the grant program they can direct you to the nearest BIA Education Line Officer (ELO) for the application. In the meantime, while you are waiting for your application, request all available financial aid information from the college to be sent to you. Be sure to inform the financial aid officer that you are tribal and will be submitting the grant application along with other financial aid applications. Many colleges have knowledge of the BIA's grant program and can refer you to a knowledgeable counselor but don't assume the college will automatically transfer your

paperwork because still quite a few institutions are clueless as to what grants are specifically for American Indian/Alaska Natives.

Special Higher Education Grant Program

The Special Higher Education Program (SHEP) consists of two programs. Fellowships are awarded to those eligible American Indian/Alaska Native students who desire to pursue a Master or Doctoral program of study. Eligibility for the post-baccalaureate program is as follows:

- **Is an enrolled member of a federally recognized American/Alaska Native tribe in the United States.**
- **Full time student status in a masters or doctorate program.**
- **Be enrolled in an accredited post-baccalaureate program in the United States.**
- **Apply for financial aid at the institution you have been accepted.**

The American Indian Graduate Center (AIGC) located in Albuquerque, New Mexico administers this program. Information and applications are available by corresponding with the following: American Indian Graduate Center, 4520 Montgomery Blvd., NE, Suite 1-B, Albuquerque, New Mexico 87109 or visit the website at www.aigc.com.

Students wanting to prepare for the rigors of law school to strengthen their odds of success will want to contact the American Indian Law Center, Inc. This program conducts an eight-week class to prepare for entry into law school. Emphasis is devoted to the development to skills in study habits, legal research and legal writing. The course is primarily for those students who have been accepted into an accredited institution.

For additional information and application please correspond with the American Indian Law Center, Inc., at 1117 Stanford, NE, Albuquerque, New Mexico 87196, telephone 505-277-5462.



Adult Education Program

Tribes under their Tribal Priority Allocation activity of the tribe's Tribal Budget System administer the Adult Education Program. The program provides assistance to eligible Indian adults to acquire the basic educational skills necessary for literate functioning, to enable them to benefit from job training, and to continue their education to at the minimum complete secondary school or equivalent certification. Regulatory guidance is found in 25 CFR § 46. The Office of Indian Education Programs does not directly administer this program however it is still responsible for an annual report to Congress.

Currently, there are 192 active adult education programs. In 2004, 6,800 Indian adults received services from this program.

For additional information contact OIEP on 202-208-6123

Law Program

Law students seeking opportunities to enhance their academic success will want to contact the American Indian Law Center, Inc. This organization conducts an eight-week session to prepare potential Indian law students for the rigors of law school. There is an emphasis in the development of skills necessary for success in study habits, legal research and legal writing. This program is primarily for those students that have been accepted into an accredited institution.

For additional information and application process contact Philip S. Deloria, Director, American Indian Law Center, Inc., 1117 Stanford NE, Albuquerque, New Mexico 87196, Telephone: 505-277-5462.

Post Secondary Institutes

Haskell Indian Nations University (HINU), has been serving American Indian students since 1884. In SY 2003–2004, 1001 full and/or part time students attended HINU. In May 2004, 126 students graduated with AA or Bachelors degree. HINU is located at 155 Indian Avenue, Lawrence, KS 66046. For more information call 785–749–8404 or visit the website: www.haskell.edu HINU is a bureau operated post secondary institution. Currently, Dr. Karen Swisher (Standing Rock Sioux), serves as President.

Southwestern Indian Polytechnic Institute (SIPI), has been serving American Indian students since 1971. In SY 2003–2004, 900 full and part time students attended SIPI. In May 2004, 30 students graduated with AA degrees. There are 20 different 2 year degree course offerings. SIPI is located at 9169 Coors Road NW in Albuquerque, New Mexico.

For more information call (505) 346–2346 or visit the website at: www.sipi.bia.edu

Currently, Dr. Joesph Martin (Navajo) serves as President.

HINU and SIPI President's report directly to the Deputy Director of School Operations.



Tribally Controlled Community Colleges

TRIBAL COLLEGE OR UNIVERSITY	ADDRESS	TELEPHONE & FAX
Bay Mills Community College	12214 West Lakeshore Dr. Brimley, MI 49715	Telephone: (906) 248–3354 Fax: (906) 348–3351
Blackfeet Community College	PO Box 819 Browning, MT 59417	Telephone: (701) 338–7755 Fax: (701) 338–3272
Cankdeska Cikana Community College	PO Box 269 Fort Totten, ND	Telephone: (710) 766–4415 Fax: (701) 766–4077

	58335	
Si Tanka College	PO Boxes 220 Eagle Butte, SD 57625	Telephone: (605) 964-6044 Fax: (605) 964-1144
College of Menominee Nation	PO Box 1179 Keshena, WI 54135	Telephone: (715) 799-4921 Fax: (715) 719-1308
Dine College	PO Box 126 Tsalie, AZ 86556	Telephone: (928) 724-6671 Fax: (928) 724-3327
Dull Knife Memorial College	PO Box 98 Lame Deer, MT 59043	Telephone: (406) 477-6215 Fax: (406) 477-6219
Fond du Lac Tribal & Community College	2102 14 th Street Cloquet, MN 55720	Telephone: (218) 879-0800 Fax: (218) 879-0814
Fort Belknap Community College	PO Box 159 Harlem, MT 59526	Telephone: (406) 353-2607 Fax: (406) 353-2898
Fort Berthold Community College	PO Box 490 New Town, ND 58763	Telephone: (701) 627-4738 Fax: (701) 627-3609
Fort Peck Community College	PO Box 398 Poplar, MT 59255	Telephone: (406) 768-5551 Fax: (406) 768-5552
Lac Courte Oreilles Ojibwa Community College	R.R. 2, Box 2357 Hayward, WI 54843	Telephone: (715) 634-4790 Fax: (715) 634-5049
Leech Lake Tribal College	Rt.3, Box 100 Cass Lake, 56633	Telephone: (218) 335-2828 Fax: (218) 335-4209
Little Big Horn College	PO Box 370 Crow Agency, MT 59002	Telephone: (406) 638-3100 Fax: (406) 638-2229
Little Priest Tribal College	PO Box 270 Winnebago, NE 68071	Telephone: (402) 878-7950 Fax: (402) 878-2355
Nebraska Indian Community College	PO Box 428 Macy, NE 68039-0428	Telephone: (402) 837-4183 Fax: (402) 837-4183
Northwest Indian College	2522 Kwina Road Bellingham, WA 98266	Telephone: (360) 676-2772 Fax: (360) 738-0136
Oglala Lakota Community College	PO Box 490 Kyle, SD 57752	Telephone: (605) 455-2321 Fax: (605) 455-2787
Saginaw Chippewa Community College	2274 Enterprise Dr. Mount Pleasant, MI	Telephone: (989) 775-4123 Fax: (989) 775-4528

	48858	
Salish Kootenai College	PO Box 117 Pablo, Mt 59855	Telephone: (406) 675-4800 Fax: (406) 675-2427
Sinte Gleska University	PO Box 490 Rosebud, SD 57570	Telephone: (605) 747-2263 Fax: (605) 747-2098
Sisseton Wahpeton Community College	PO Box 689 Sisseton, SD 57262	Telephone: (605) 698-3966 Fax: (605) 698-3132
Sitting Bull College	HC1, Box 4 Fort Yates, ND 58538	Telephone: (701) 854-3861 Fax: (701) 854-3403
Stone Child Community College	Rock Boy Route, Box 1082 Box Elder, MT 59521	Telephone: (406) 395-4313 Fax: (406) 395-4836
Tohono O'odham Community College	P.O. Box 3129 Sells, AZ 85634	Telephone: (520) 383-8401 Fax: (520) 383-8403
Turtle Mountain Community College	PO Box 340 Belcourt, ND 58316	Telephone: (701) 477-5605 Fax: (701) 477-5028

Recognition Programs

Since 1986, OIEP has participated in the Blue Ribbon School Recognition Program. This is a national recognition program that identifies and recognizes those elementary, middle, and secondary schools both public and private that provide outstanding academic programs to students. In 2003, OIEP had 1 school that received national recognition as Blue Ribbon Schools – Bahweting School.

OIEP has participated in national recognition of Chapter 1/Title 1 programs since 1986. There have been 30 BIA funded schools identified as implementing Exemplary/Distinguished School programs. In 2003, Gila Crossing Day School and Bahweting School were identified as implementing a Distinguished Title 1 Program.

OIEP identifies individuals in several categories to provide recognition for exemplary service. In 2004, OIEP recognized: Beatrice Woodward of Eastern Navajo Agency as the Education Line Officer of the Year; Delores Bitsilly of Tohaali Community School as the Elementary Principal of the Year; Art Hobson of Many Farms High School as the High School Principal of the Year; Jerry

Peacock of Cheyenne Eagle Butte High School as the High School Teacher of the Year; Gretchen Bull of Wingate Elementary as the Elementary Teacher of the Year; Gloria Begay of Tuba City Boarding School as Early Childhood Teacher of the Year; Jana Russell of Wingate Elementary as Counselor of the Year; Karrissa Chischilly of Wingate Elementary as Elementary Student of the Year; Leon Begay of Tuba City Boarding School as Middle School Student of the Year; Malory Lanee Man of Chemawa as the High School Student of the Year; and Salena La Guard of Fond du Lac Tribal Community College as the College Student of the Year.

In July 2003, during the National Indian School Board Association Annual Conference held in Grand Rapids, MI, the OIEP/CSI provided recognition in three different categories based on student achievement. The three categories for recognition were: **Distinguished Schools, The 70% Club, Schools Making Adequate Yearly Progress (AYP)**. Distinguished Schools have made AYP and have more than 70% of their students identified as proficient and advanced based on their state assessments in reading and math. The schools recognized with a **Distinguished School Award**: Fond du Lac Ojibwe School, Joseph K. Lumsden Bahweting Anishinabe School, Oneida Nation Tribal School, Red Water, Second Mesa Day School, Trenton School, Twin Buttes Elementary School. The 70% Club were schools that have 70% of their students achieving proficient or advanced on their state assessments for reading and math. Schools recognized as the **70% Club**: Ahafachkee Day School, Chitimacha Day School, Circle of Life Survival School, Duckwater Shoshone School, Hotevilla Bacavi Community School, Moencopi Day School, Navajo Preparatory School, Noli School and Santa Fe Indian School.

Schools recognized for making AYP have moved a significant number of students from partially proficient and advanced on their state assessments in both reading and math. **Schools making AYP**: Cheyenne Eagle Butte School, Cove Day School, Fond du Lac Ojibwe School, Hannahville Indian School, Indian Island School, Indian Township School, Isleta Elementary School, Jemez Day School, Joseph K. Lumsden Bahweting Anishinbe School, Kickapoo Nation School, Lukachukai Community School, Lummi Tribal School System, Mandaree Day School, Mescalero Apache School, Nay-Ah-Shing School, Oneida Nation Tribal School, Pearl River Elementary, Quileute Tribal School, Red Rock Day School, San Simon School, Shiprock Northwest High School, St. Stephens Indian

School, Tse'ii'ahi' Community School (Standing Rock), Theodore Roosevelt School, Tiospaye Topa School, Tse'ii'ahi, Tuba City Boarding School, Tucker Elementary School, Two Eagle River School, and Wingate Elementary School.

OIEP Professional Development Programs

Training for Outdoor Adventure Based Counseling is available through the Eastern Navajo Agency's Mountain High Program located at Wingate High School in Ft. Wingate, New Mexico. The training is given year round at no cost to the participant and is done using a ROPES course.

For further information about the Mountain High Program, contact John Blomquist or Rosita Nelson at (505) 488-6440.

OIEP sponsors school reform training and workshops at various locations based on need and the availability of funding. Teachers and administrators are provided technical assistance in ongoing educational reform efforts.

OIEP provides Family and Child Education (FACE) program training and Baby FACE program training twice each year to new FACE staff and one FACE Advanced National Training for all FACE staff annually.

OIEP provides ongoing Special Education capacity building training to 24 special education coordinators and education line officers to meet the education reform requirements of the Individuals With Disabilities Education Act Pub. L. 105-17 and improve achievement outcomes for all students.

Other Activities

OIEP has developed the Access Native America Network which was designated a National Performance Review Reinvention Laboratory by former Vice-President Al Gore. The Access Native America Network is composed of EDNET, Education Management, Education Applications and ENAN2.

The following seven annual American Indian Technology Conferences were co-sponsored by OIEP and the following schools:

1998, Chief Leschi School in Tacoma, Washington
1999, Sherman Indian High School, Riverside, California
2000, Nay Shing Ah in Milliacs, Minnesota
2001, Choctaw Tribal Schools, Philadelphia, Mississippi
2002, Ft. Wingate High School, Gallup, New Mexico
2003, Gila River Community School, Laveen, Arizona
2004, Chemawa Indian School, Salem, Oregon

OIEP participates in the National Indian Education Association (NIEA) Conference held annually. This year the NIEA 35th Annual Conference will be held in Phoenix, AZ, at the Phoenix Convention Center on October 28–31, 2004.

For additional information call 703-838-2870 or visit the website:
www.niea.org

OIEP with technical assistance and training from the Center for Disease Control implemented the 2003 High School and Middle School Youth Risk Behavior Survey (YRBS). Students in grades 6–8 took the Middle School YRBS and students in grades 9–12 took the High School YRBS. The YRBS is conducted nationally every two years in 100 selected public high schools. The YRBS identifies and measures the following six risk behaviors: Unintentional and Intentional Injury; Tobacco Use; Alcohol and Other Drug Use; Sexual Behaviors; Dietary Behaviors and Physical Activity. It should be noted that participation is voluntary. A 1994, 1997, 2001 and 2003 High School BIA/YRBS Summary Report is available upon request. A 1997, 2000 and 2003 Middle School YRBS Summary Report is also available upon request.

To request a copy or for additional information contact Stan Holder of CSI on 505-248-7550.

OIEP Teaching Opportunities

The Human Resources Office is located in Albuquerque, New Mexico at the following address: 500 Gold Avenue, SW, 7th Floor, PO Box 769, Albuquerque, NM 87103. The HR office provides information regarding teaching positions within BIA funded schools at the following website: www.oiephr.bia.edu. A list of current vacant staff positions in BIA funded schools is updated regularly and

available upon request and at the following website: www.biaeducationjobs.com or visit the Office of Personnel Management website: www.usajobs.opm.gov.

The Second Indian Education Teacher Recruitment Week was held in July 2004, at the Southwest Indian Polytechnic Institute in Albuquerque, New Mexico.



For further information, contact the Human Resources Office on (505) 248-6362.

Memoranda of Agreement (MOA) Effecting BIA Schools

Since 1992, the Bureau of Indian Affairs (BIA) and Indian Health Service (IHS) have developed an MOA for the purpose of providing health promotion and disease prevention activities to assist efforts of both agencies to address the continuum of prevention and treatment services for those affected by the health and social problems of alcohol and substance abuse.

The BIA and the Centers For Disease Control have entered into an MOA to provide HIV/AIDS Prevention Education. In 1998, OIEP completed the Circle of Life Curriculum developed by the IHS and piloted in Bureau funded schools which was designed to be culturally appropriate for Indian students in grades K-6. During 1998-1999, 34 schools participated in Circle of Life Training, which is conducted for teachers on site. Five-hundred twenty-five school personnel, of which 300 were K-6 classroom teachers have taken the training. Only schools who participate in the training receive the curriculum which includes posters and storybooks. Contact CSI to arrange for on site training.

The BIA and the U.S. Department of Education have entered into a MOA for the purposes of consolidating programs authorized under the 2002 No Child Left Behind Act and recognize the BIA/OIEP to serve as a State Department of Education for Bureau funded schools.

The BIA and Haskell Indian Nations University have entered into a MOA for the purpose of providing training to BIA Tribal/Residential staff. The intent is to provide an AA degree to BIA funded school employees in residential living

programs to improve the skill level of the residential staff and services to Native American students.

Partnerships

OIEP has developed a partnership with the Secret Service to address the threat assessment within the schools in light of recent homeland security issues.

OIEP has developed a partnership with the Boys and Girls Clubs of America to encourage tribal involvement and support in creating Boys and Girls Clubs on reservations.

OIEP has secured a partnership with the Office of the Special Trustee for improving communications Bureau-wide. This partnership provides a quarterly eBulletin and eCalendar to inform all Bureau employees and constituents of upcoming activities and events impacting Indian country.

